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ABSTRACT

Title IX of the Education Amendments of 1972 requires all institutions (and others) receiving federal education funds to undertake a self-evaluation of policies and practices concerning both students and employees. This short checklist that follows is aimed at those institutions that have not been covered by the affirmative action requirements of the Executive Order and have not been previously involved in any self-evaluation process concerning employees. Some areas highlighted are administration, policy, and analysis. (Author/KE)

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Director

MARGARET C. DUNKLE
Associate Director

FRANCELLA GLEAVES
Staff Associate

KAY MECKES
Editorial Assistant

BARBARA BETTS
Editorial Assistant

EMPLOYMENT SELF EVALUATION CHECKLIST

Title IX of the Education Amendments of 1972 requires all institutions (and others) receiving federal education funds to undertake a self evaluation of policies and practices concerning both students and employees. Institutions which have received federal contracts (and are thereby covered by Executive Order 11246) have undoubtedly already conducted such analyses concerning employees in order to develop their affirmative action plans. The process of self analysis provides the institution with an opportunity to analyze its policies and practices in a systematic manner and to determine which policies and practices it wants to change or retain.

The short checklist which follows is aimed primarily at those institutions which have not been covered by the affirmative action requirements of the Executive Order and have not been previously involved in any self evaluation process concerning employees. The list is by no means complete, and is intended only to highlight some of the areas that need to be examined. Institutions will no doubt want to add other items.

Institutions may find it helpful to follow the general strategy listed below:

- Identify the person(s) who will be responsible for implementation
- Develop a timetable for implementation
- Identify problems by organizational unit and/or job category
- Analyse problems, collecting data when necessary
- Develop and adopt solutions; modify policy and procedures when necessary
- Develop a timeframe for re-evaluation and monitoring progress

I. Administrative Component

- A. Evaluate and assign responsibility for administration and implementation
 1. Identify the organizational structure of the institution
 2. Determine who has supervisory responsibility within each organizational unit
 3. Identify who has hiring responsibility within each organization unit
 4. Appoint an affirmative action officer and spell out her/his duties, responsibilities, and authority
 5. Select an affirmative action committee and spell out its duties, responsibilities, and authority
 6. Develop a monitoring and reporting system specifying:
 - a. who will conduct the monitoring and how?
 - b. what kind of reports will be necessary?
 - c. how often reports will be submitted?
 7. Develop a grievance procedure
 8. Set a timetable for implementation
- B. Identify how the policy will be disseminated to the following groups:
 1. Employees and prospective employees
 2. Minority and female interest groups on campus
 3. External groups and organizations
 4. Contractors, subcontractors, vendors and suppliers

II. Policy Component

- A. Develop and publish an equal employment/affirmative action statement
- B. Evaluate the following areas for sex discrimination and develop nondiscriminatory policies as necessary:
 1. Childbearing and childrearing leave
 2. Nepotism policies
 3. Standards and procedures for promotion, tenure and seniority
 4. Part-time employment
 5. Mandatory and optional retirement
 6. Other policy areas as appropriate
 7. Recruiting, hiring and promoting faculty, administrators, and non-academic personnel

III. Analysis Component: Evaluate Policies and Collect Data

- A. Evaluate the hiring process for possible sex bias
 1. Job descriptions
 2. Advertisement and recruitment
 3. Search committees screening processes



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4. Referral sources, including internal referrals
 5. Applicant flow, including hiring and rejection ratios by sex by race
 6. Testing and evaluation
 7. New hires
 - a. full time
 - b. part time
 - c. temporary
 - B. Evaluate fringe benefits for sex bias:
 1. Health insurance and benefits
 2. Life insurance
 3. Pensions
 4. Disability insurance
 5. Sick leave
 6. Tuition benefits for self and family
 7. Training opportunities
 - C. Evaluate job mobility for sex bias
 1. Transfers
 2. Promotions
 3. Terminations and layoffs
 - D. Evaluate rank and salary for sex bias: Analyze salaries by race by sex for each job level within each organizational unit, as well as in the institutions as a whole
 1. Starting salaries
 2. Average salaries
 3. Present salaries
 4. Rate of progression
 5. Salary increments
 6. "Hard" money vs. "soft" money
 - E. Evaluate other benefits and employment responsibilities for sex bias
 1. Tenure and seniority
 2. Committee assignments and responsibilities
 3. Opportunities to apply for research grants
 4. Opportunity for sabbatical leave and leave without pay
 5. Access to facilities, such as faculty/staff clubs and recreational facilities
 6. Use of credit unions, etc.
 7. Availability of child care
 - F. Evaluate contractual and other agreements for sex bias
 1. Union contracts
 2. Civil service (if applicable)
 - G. Evaluate student employment for sex bias
 1. Graduate students
 2. Undergraduate students
 - H. Evaluate agreements with contractors and vendors for sex bias
 1. Areas of activity
 2. Number of minority and/or female contractors and vendors
- IV. Utilization Analysis: Compare the Percent of Available Qualified Women and Minorities with the Actual Number and Percent of Women and Minorities in Each Organizational Unit
- A. Academic
 - B. Non-academic

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THE PROJECT ON THE STATUS AND EDUCATION OF WOMEN of the Association of American Colleges began operations in September of 1971. The Project provides a clearinghouse of information concerning women in education and works with institutions, government agencies, and other associations and programs affecting women in higher education. The Project is funded by the Carnegie Corporation of New York, the Danforth Foundation, and the Exxon Education Foundation. Publication of these materials does not necessarily constitute endorsement by AAC or any of the foundations which fund the Project.

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